De-Streaming

Resource: 'Effective Learning in Classrooms' by Watkins et al

Mā te rongo ka mōhio,

mā te mōhio ka mārama,

mā te mārama ka mātau ka ora

From listening comes knowledge, from knowledge comes understanding, from understanding comes wisdom, from wisdom comes well-being.

Purpose - *Why you might use this resource*

To

1. make sense of the impact of *ability* grouping and over assessing etc
2. share thinking in a safe way using a protocol
3. engage with possibility thinking around ākonga actively learning, the idea of flexible grouping and activating ākonga as learning resources for each other

Audience

Other facilitators, teachers, leaders

Key Points

Effective Learning in Classrooms

- Faster Learning, Better Teaching, More Testing, Higher Scores: The Big Picture and its Effects on Learning in Classrooms - Chapter 4 pg 39-55
- Working Against the Grain - Chapter 5 pg 57-66
- Active Learning - Chapter 6 pg 69-84

Listening

- "When we listen with less judgement, we always develop better relationships with each other. It's not differences that divide us. It's our judgements about each other that do. Curiosity and good listening bring us back together." (Margaret Wheatley)

Embedding Formative Assessment

- Activating students as learning resources for each other - Chapter 6 pg 139-167

F1exible Grouping

- "High expectation teachers use flexible forms of grouping instead of grouping students by ability. Sometimes they'll group students socially. Sometimes they will have mixed ability grouping. Sometimes they'll pair students with someone who is not at the same achievement level and sometimes they'll have whole class activities." (Christine Rubie-Davies)

Link(s) to key documents

1. E-book - Effective Learning in Classrooms - Chris Watkins, Eileen Carnell and Caroline Lodge

   [Effective Learning in Classrooms (chriswatkins.net)](chriswatkins.net)
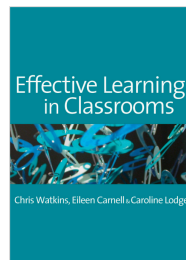
2. Strategy - Final Word Protocol

   Final Word – School Reform Initiative

3. TKI website - NZC Online Blog

   [Raising the bar with flexible grouping / NZC Online blog / Curriculum resources / Kia ora - NZ Curriculum Online (tki.org.nz)](tki.org.nz)

4. teacher thought website

[How To Use Flexible Grouping In The Classroom - (teachthought.com)](teachthought.com)

5. Book - Embedding Formative Assessment - Dylan Wiliam & Siobhan Lahey

Chapter 4 - Activating students as learning resources for each other
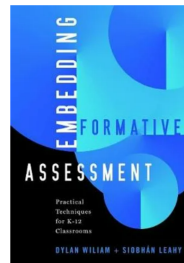
[Embedding Formative Assessment, Practical Techniques for K-12 Classrooms by Dylan Wiliam | Booktopia](Booktopia)

Suggestions for Use

(Ideas for facilitators about how this resource could be used/ Examples of activities/Important questions to consider)

1. **Before** your professional learning hui:
   - Pre-read the pages from one of the suggested chapters.
   - Highlight up to six statements or paragraphs of interest to you. Ones that resonate or you have a strong point of view around.
   - Jot down your reflections about the why behind this, using valid sources of information.
2. **During** your professional learning hui:

   - Set up groups of four.
   - Outline the 'final word' protocol and use to share points of view, without interruption or cross talk is important.
   - Re-read a selected few pages from a chapter. For example
      - Chapter 4 p47-49 'A Focus on Teaching not Learning' through to end of 'Grouping by *Ability*' & p53-55 'Concluding thoughts: Tensions for Teachers'
   - Highlight three statements that are of interest to you and and why.
   - Engage in the 'final word protocol'

- Spend five to ten minutes at the end, to discuss the implications for your classroom practice and why. Consider what you might continue, stop and start in order to build learner agency and efficacy.

3. **Beyond** your professional learning hui:
   - Implement what the reading and discussion prompted you to start.
   - Read about flexible grouping.

     [How To Use Flexible Grouping In The Classroom - (teachthought.com)](https://teachthought.com)

   - Read about activating ākonga as learning resources for each other.
   - Trial a new flexible grouping strategy.

Questions to consider:

1. What did you notice after trialling a new flexible grouping strategy over a two week period?
2. Did using flexible grouping prompt any reaction, feedback, or discussion from your leaners?
3. What learning or changes (for you) happened as a result of this?
4. What benefits can you see in learners using each other as resources? developing their own learner profiles?
5. Thinking about the learners in your class with additional learning needs, what particular considerations are there for developing their agency and efficacy?
6. What are possible approaches for developing flexible grouping and learners using each other as resources across the co-hort / syndicate or learning area / department / faculty or school / kura or kāhui ako?